PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

OCT 19 1933

JOURNAL OF EDUCATION

OCTOBER 16, 1933

"Ask Dr. Thomas"

DR. AUGUSTUS O. THOMAS OPENS HIS QUESTION BOX WITH DISCUSSIONS OF THESE PROBLEMS:—

Stockingless High School Girls—Uniformity of Teaching Method—
"Gym" Suits in the Classroom—The Contract-Jumping Teacher

Educating for a Better Tomorrow FRANK L. EVERSULL

Glimpses of European Schools—*Switzerland* J. ASBURY PITMAN

The Principal—*a rhythmic rejoinder* JAMES S. THISTLE

A Neglected Language MIRIAM G. LANDRUM

What Makes a Successful Teacher? FRANK J. LOWTH

News OF THE SCHOOL WORLD

EDITORIALS PERSONALITIES BOOK TABLE

• PUBLISHED TWICE A MONTH FOR THE •
DIRECTORS AND TEACHERS OF AMERICA'S SCHOOLS

BOSTON [Vol. CXVI, No. 16] 20 CENTS

FORWARD STEPS

IN THINKING AND WRITING

New Workbooks in English for grades three to eight

These new workbooks are organized on the unit plan and may be used with any series of language books for elementary or junior high school. The material is so organized that its mastery requires the pupil to exercise reflective thinking at successive levels. The workbooks provide definite guidance designed to encourage the pupil to work independently, to make him self-critical of his work, to develop the proper attitudes toward his English work, and to increase his ability to use clear, correct English.

Low list prices: Third and Fourth Years.....each $0.20

Fifth, Sixth, Seventh, and Eighth Years.....each $0.24

SILVER. BURDETT

New York, Newark, Boston, Chicago, San Francisco

NRA MEMBER U.S. WE DO OUR PART

8 POINTS OF SUPERIORITY

discussed in the brief on the new

GREGG-ROWELL HEALTH STUDIES

SEND for this pamphlet that explains a new type of health instruction. The experimental method of Health Studies is revolutionary in health teaching, but you will find it thoroughly practical and easy to follow. Health education is no longer a thing simply to read about: it is something in which the child takes an active part.

For grades 7-9

WORLD BOOK COMPANY

Home Office: Yonkers-on-Hudson, New York
14 Beacon Street, Boston 2126 Prairie Avenue, Chicago
Also Atlanta, Dallas, San Francisco, Portland, and Manila

The Treasure Chest of Literature

✣ Two books for each grade ✣

A new collection of the best available literature for reading in grades IV-VIII. Eighth grade in preparation

Intrinsic Worth. In compiling the material for these attractive readers, the editors profited by exhaustive studies recently made in the field of reading. The books contain the best available literature for each grade.

Flexibility. The series is unusually well adapted for use in various types of schools and classes. The two books for each grade make it possible to fit the requirements of pupils at different levels of progress. The books for the seventh and eighth grades are also especially good for junior high schools.

Economy. The provision of *a book for each half year* offers a real saving in many school systems, since it enables the teacher without additional expense to double the range of her pupil's reading. Edited by experienced teachers, these books are amply equipped with excellent study and teaching equipment so that no manual is required.

St. Louis is the latest addition to cities adopting the intermediate books.

HOUGHTON MIFFLIN CO.

Boston New York Chicago Dallas Atlanta San Francisco

JOURNAL OF EDUCATION

Established 1875. Edited from 1886 to February, 1933, by
ALBERT E. WINSHIP

ANSON W. BELDING, *Editor*
ISOBEL R. LAY, *Managing Editor*
Contributing Editors:
AUGUSTUS O. THOMAS GARRY C. MYERS

Table of Contents

OCTOBER 16, 1933

"ASK DR. THOMAS" 413

EDUCATING FOR A BETTER TOMORROW 415
By Frank L. Eversull

GLIMPSES OF EUROPEAN SCHOOLS 417
By J. Asbury Pitman

THE PRINCIPAL (Poem) 418
By James S. Thistle

A NEGLECTED LANGUAGE 419
By Miriam Gordon Landrum

WHAT MAKES A SUCCESSFUL TEACHER? 420
By Frank J. Lowth

AN "IF" FOR TEACHERS (Poem) 421
By Irl H. Dulebohn

EDITORIALS:—
Through Storm and Stress 422
The Task Ahead 422
The Two Factors 422

PERSONALITIES 423

NEWS OF THE SCHOOL WORLD 424

Number of Honor Societies Leads to Inquiry at Syracuse 424
High Schools Balk at College Domination 424
Conferees Ask Federal Aid Be Put on Permanent Basis 425
Seek New Rating For High Schools 425

ADDITIONAL NEWS OF EDUCATION 426-431

BOOK TABLE 432

GRINS BETWEEN GRINDS 434

JOURNAL OF EDUCATION: Founded 1875. Published first and third Mondays, in each month, September to June, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to Journal of Education is published annually with the last issue in December. The contents are also listed in the Education Index.

The Editors Say...

What hope have we of buttonholing you for a chat when you have just read the titles on the cover and are hurrying to read the articles themselves? We are tempted to leave this column blank. But perhaps you will come back to it after you have read some of the more interesting parts of this issue.

You are going to read—or have read—the new Q. & A. feature by Dr. Thomas. Maybe you will agree with us that it is about as fine an application of good sense and seasoned experience to the practical problems of the school as you have happened to meet.

Think over your own problems. Select two or three of the most perplexing ones and send them along to Dr. Thomas, in care of this magazine, at 6 Park Street, Boston.

• •

Repainting the Principal

That amusing poem about "The Principal," which Irl Dulebohn wrote for our September 18 number, has caused several of our readers to knit their brows in rhythmic protest. We did not know the principal had so many champions. But we are glad he has. Our only regret is that we could not find room for all these comebacks. The one we print on page 418 is representative of the rest. Each writer followed the form of the original, though disagreeing sharply with the sentiment expressed by Mr. Dulebohn.

If we may say so, we believe Mr. Dulebohn was not trying to describe a type of principal as much as he was to picture a dual role and attitude experienced by most of us.

• •

Gladly

We shall be delighted to mail a specimen copy of the Journal to any friend whose address you send us. The more new readers we can get, the better we can make the magazine. Thanks always for your cooperation.

• •

Remember the Short Story Contest and send an entry yourself or encourage some one else to do so. See details in this space, October 2.

THE WESTWARD MARCH OF MAN

Knowlton - Gerson - Wheeler - Gill - Harden

THE FIRST TWO VOLUMES OF THIS FOUR-BOOK SERIES
OF HISTORIES FOR ELEMENTARY SCHOOLS

Are Now Published
With These General Aims

TO give pupils a broader outlook, a better perspective, and a greater appreciation of the close relation between the past and the present.

TO provide a better background for the understanding of American History by presenting the ever westward march of Mankind from the beginning.

TO shift the emphasis from wars to the cultural development of civilization and to the various stages through which Man has progressed.

OUR BEGINNINGS IN THE PAST (Knowlton-Gerson)

BEGINNING with the earliest and most primitive times when the world was young, this book tells the story of the first civilized nations—the Egyptians, Hebrews, Phoenicians, Greeks, Romans, etc., and how each of these peoples contributed to present-day society. $0.76.

OUR PAST IN WESTERN EUROPE (Knowlton-Wheeler)

THE old world introduction is continued in this book which is divided into 5 parts, each a distinct period of time and unit of thought—the Break-up of the Roman Empire; the Development of Europe, Charlemagne, William of Normandy, the Magna Carta; Feudal Life in the Middle Ages; the Crusades; the Finding of the New World, and the Explorations of the Spanish, French, and English. Throughout, emphasis is laid upon the life of the times as reflected through incidents and individuals. $0.92.

AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA SAN FRANCISCO

JOURNAL OF EDUCATION

ANSON W. BELDING, *Editor*
ISOBEL R. LAY, *Managing Editor*
Contributing Editors: AUGUSTUS O. THOMAS and GARRY C. MYERS.

Volume CXVI | Boston, October 16, 1933 | Number 16

"Ask Dr. Thomas"

A NEW DEPARTMENT CONDUCTED BY DR. AUGUSTUS O. THOMAS

THIS department must be entirely human and as useful as it can be made. I want to deal with those problems which are arising in all systems of education and which may arise at any time. It will be beneficial and very greatly appreciated if the readers of the Journal will send in their problems of administration. After all, every administrator must solve his own problems and no one else can tell him how, but it is always advantageous to know what somebody else would do under like circumstances. I shall try to answer questions in a common-sense way, and if I know how somebody else has dealt with the same problem, I shall give the benefit of his experience. If any reader has successfully coped with a problem answered on this page I shall be glad to have a report of the way it was handled and the results. It is understood to begin with that an administrator must have, so far as possible, the support of his community and whatever he does must be done with the one thought in mind that those concerned, including the community, will be benefited. It frequently happens that in dealing with a certain type of situation that prejudices arise and the community may be divided. All problems should be solved in a way which will, so far as possible, keep a community together,

DR. THOMAS

Send Him Your Questions

and at the same time present such a common-sense solution that even those against whom the decision is made will feel that it is just.

If you are trying out something entirely new, or doing some standardized task in a way to achieve unusual results, send it in. If occasion presents itself I shall be pleased to see the work and tell others.

Bare Legs

QUESTION.—You were here in institute not so long ago and I heard you lecture. I feel as though I know you, which is my excuse for writing. We are having some trouble in our schools. The principal suspended three girls under twelve for wearing socks to school. The patrons have appealed to the higher authorities and a hearing is to be held. It is likely the question will be settled before you reply, but I want to know your opinion.

Answer.—You are always welcome to bring your problems to me, and I shall do the best I can to give you a reasonable reply. I hope in the appeal the authorities will uphold the principal, but I fear they may not. He is evidently a man of convictions and his convictions should be recognized. It will at least do no harm for the girls to put on stockings before they return, but we are living in an age which is not Victorian. Custom and convention have set a good many new standards which sometimes are hard for school people to recognize. In the public schools especially we are governed by the conventions of the community. In private and parochial schools we do not need to be. I understand that in many of the parochial schools the manner of dress is prescribed. I doubt if it were brought to court if the public schools could supersede the parents in this respect. We are accustomed to bare the arm, the back, the neck, and the legs to the violet ray, and new fashions have resulted.

The three girls were under the self-conscious age. They think nothing of going in socks. I do not think the average school principal or superintendent would have emphasized the situation by

calling attention to it. I think if the principal had explained in a morning talk his ideas of dress and how he wanted his students to appear, they would have conformed to his desire. If they did not, it would be time enough to administer a discipline.

Only a year ago a whole system was fermented when a superintendent sent a teacher home because he found her in the schoolroom without stockings. The teachers rose up and demanded the right as sensible, scientific and economic. They won their contention.

Standardized Teaching

QUESTION.—I am principal of a grammar school. Besides having charge of the discipline of the building I have some supervisory powers. I like to have things done in orderly fashion and it is my custom to have my teachers employ uniform methods of instruction. If one uses pretesting my teachers must all use it, if one uses socialized recitation all use it, if one uses the unit plan we use it all the way through. We use a special form of analysis in arithmetic. I think it gives precision and harmony to the work. We hold meetings and discuss methods. Sometimes my teachers object. Am I right in requiring uniform methods?

Answer.—I think you carry your system too far to secure uniformly good results. You do not leave room for individuality either of teacher or pupil. Some teachers will succeed with a method with which another will fail. Some pupils who respond to one method will fail with another. The human equation must enter into every good piece of instruction. Teachers should have some opportunity to explore and find out which method gets the best results. There is a reasonable uniformity which you and your teachers should find.

I once wrote a poem which I thought had merit. I sent it to the critic, who said my poem was no good because poems had been written on the same theme, and just as well. If I would produce anything which had value I should choose a new theme or clothe an old one in a new dress. It is just so with school work. Give teachers a chance to do something better than it has been done before and to discover new ways. So long as you follow the beaten path you will find no undiscovered country. You cannot standardize teachers and pupils successfully. The sin of supervision, if there is such, is to hold teachers and pupils too closely in grooves.

"Gym" Suits

QUESTION.—The morning school opened two girls came to school in gymnasium suits. I gave them a public reprimand and sent them home with instructions to dress properly before returning. The mothers are influential society women and were much put out. Was my action tenable?

Answer.—Your action was tenable and would be sustained in any reasonable court. A gymnasium suit is all right in the gymnasium, but not in the schoolroom. A bathing suit is all right on the beach, but hardly proper for a ballroom. There is a reasonable decorum which young people in the high school should maintain.

The mothers were subjecting their daughters to the undue attention of their school mates by clothing them in a non-conventional way. I think young people in the high school should be clothed as modestly as possible.

I should not have given the girls a public reprimand, but I should have sent them home with a note of explanation to the parents.

The Contract Jumper

QUESTION.—Last spring I was elected superintendent of schools of this city of ten thousand people. It is my first experience as superintendent. My first act was to recommend teachers for the coming year. Most of those recommended were already on the list, and I took the judgment of the former superintendent that they were good enough to re-employ, but it was necessary to replace two teachers who got married.

This fall just as schools were preparing for the opening, one of the new teachers sent in her resignation stating she had accepted a better position. I declined to release her. Did I do right?

Answer.—No, I do not think you did right. Of course you had a legal right to refuse to release her. A contract is a contract and should not be violated by either side. If you had notified this same teacher that you had hired another teacher for her place she could have recovered damages in any court of justice. The question sometimes arises, are teachers less responsible to the contract?

But the side in which you were interested is the practical and the ethical. If you retain her against her will she would be dissatisfied, and a dissatisfied teacher in the schoolroom is a detriment. There are many well prepared teachers during this depression without work, and you will have little trouble in finding another perhaps as good. The teacher accepted another position without a release and lacks in ethics, and should have a lesson, but you are not necessarily the person to discipline her. You should have the co-operation of the county or state superintendent, or whoever issued her credentials. The proper authority should challenge her conduct as unbecoming a member of the profession, and ask her to show reasons why her credentials should not be recalled. The proper course for this teacher would have been to say to the superintendent who sought her services, that she would accept, provided she could secure an honorable release. She should then have made it clear to the superintendent from whom she seeks release that she had a chance for promotion and would like to accept, but would not violate her word under any circumstance. Teachers have none too easy a time finding promotion, and any experienced superintendent would gladly have released this teacher, and wished her Godspeed.

Educating for a Better Tomorrow

By FRANK L. EVERSULL
Yale University

Revision of our present curricula and educational practices is necessary if the schools would do their part.

THE far-reaching effects of the "New Deal" have their significance for the schools of the United States. There is a definite urge in this era of social legislation to impress upon the hearts and minds of the youth the necessity for a greater human brotherhood. It is time to teach the dignity of the human soul, the sanctity of the human body and the divinity of human brotherhood. World peace and understanding are not idle dreams of the maudlin sentimentalist. They stand for the consummation of the Golden Rule in human endeavor.

In order to accomplish such a functional program of education it is necessary to realize that the new social order is concerned with the elimination of crime and poverty. Sociologists are perfectly agreed that civilization is measured by the absence of these. The causes of these sinister forces of disintegration are pretty well known and understood. It is time that the prophetic insight of educators should conspire to banish these forms of social deterioration and envision the new social order.

It is equally patent that the schools should train for a new economic order. Our present system has been organized on the basis of selfishness and greed. This has made it possible for men to betray the trust imposed in them to such an extent that the whole conception of honesty, integrity and justice has been destroyed. The prophetic eye of the schoolmaster should envision an economic order based entirely upon service. When that ideal prevails because of new systems of national and individual economics and because of a rededication of human hearts and lives to the causes of right and righteousness, then there will be no such thing as the "forgotten man," the down-trodden farmer, the over-burdened property owner. Mal-adjustment will turn into an ordered civilization and peace and prosperity will return again.

It must be noted that even the educational philosophy of an era of greed and selfishness is tainted with the same ideals. Research has spent itself to discover the value of a day in school in terms of dollars and cents. A recent statement indicates that a person with an elementary education alone may expect to earn his maximum salary when he is thirty years of age, one with a high school education may expect his maximum at forty years and the college trained man may expect his between fifty and sixty. Education has been concerned with making a living. Vocations have been taught in terms of financial income. The better tomorrow demands that the schools be concerned with the moral issues of making a life. The new schools should be concerned with the development of social attitudes and ideals rather than storing the mind with information. In such a scheme it is evident that character is the goal of all education and not merely a desirable by-product.

In the next place it must be apparent that the schools which are to have a prophetic insight into better tomorrows must develop children into thinking creatures. The individual is to think out the solutions of human problems which come with life and living. Boys will not go into law, medicine, the ministry or business because of the opportunity to make money. Imbued with a deep feeling of responsibility they will select a chosen vocation because it offers an excellent field of service in which to relieve suffering and open up pathways of activity that minister to human needs.

In keeping with the best social and economic thought there must be some consideration given to the enlarging problem of leisure time. This is the hour that is dedicated to rest and refreshment. In it life is enlarged. This is the time when man participates in the beauties of nature and acquires the contributions which have come down through the ages. Leisure also provides the time and the incentive to study and do those civic duties which contribute so much to worthy membership in the state.

In addition to preparation for the larger life that leisure permits, the schools of tomorrow will train the youth to think about the problems of philosophy and science. Wildest dreams of the next war have been dramatized for the next generation on the screen, on the stage and in modern literature. If it is essential to picture these scenes of carnage and horror, why not show the beneficent influences that accrue to civilization through the proper use of machines? There are inventions which can be turned to lessening the load of toil. There are chemical compounds which can be used to serve humanity and beautify the world. The philosophy of human conduct and the science of human development form a vital chapter in the story of modern life. No child should be deprived of these. They relate to the life he must

live. They are the dynamics of modern living.

Some of the sub-headings of this larger view must include the problem of human safety. The excessive casualties of automobile transportation are not compatible with the ideals of modern safe living. The unsolved problems of cancer, pneumonia, heart disease, encephalitis, and the other deteriorating and disintegrating factors must be solved. If the schools can get the youth to think, and if the unsolved practical problems of our modern life are to come under the scrutiny of the trained intellect, then the question of making civilization safe for humanity, of improving the health of individuals and of adjusting the human organism to the environment of tomorrow will be in safe hands.

New horizons will be discovered as the perplexities of human adjustment and human adaptation are settled. Education must discover the great principles which will create new natural resources to supplant those taken from a depleted supply. The power of the tides, wasted energy in the eternal combat of the molecules, the winds, the breaking down of the atoms—all of these unharnessed forces must be turned into the pursuits of peaceful activities and used to serve humanity in the day's work. In addition to the waste of energy it is necessary to consider conservation as a preventive measure. Wasted time, wasted knowledge, wasted thought, wasted reading, wasted articles of commerce—all of these must come under the scrutiny of an education that trains for purposiveness. The useless, the wasteful and the destructive must be eliminated.

All of this means that the thought processes should conspire to make human values supreme. Power has had its day and the thousands of crosses, row on row, in Flanders Fields show its futility. Greed and selfishness have spent their force. In their wake are closed banks, defrauded widows and children, over-capitalized schemes, and stock market crashes. All of these are vivid testimonials of the futility of greed and selfishness. In the new social order the human being must be the centre. The new economic order must preserve his integrity, safeguard his savings and give him financial security. The new moral order must banish fear and hatred

"Education has been concerned with making a living. Vocations have been taught in terms of financial income. The better tomorrow demands that the schools be concerned with the moral issues of making a life. In such a scheme it is evident that character is the goal of all education and not merely a desirable by-product."

In the better tomorrow the schools must train the youth to release creative energy. To do this there must be a drastic revaluation of current educational practices. Thus far, conservatism has marked the way of the educator. Fearful lest something should be omitted that is considered essential there has been a decided tendency to hold dear the traditions and practices of the past. The new dawn must witness a revision of practices that penalize the capable and place a premium upon conformity.

If the schools are to release creative energy that will fit into such a world as has been described, then there must be a revision of our present curriculum and educational practices. Our social sciences need to be integrated. Many of the lessons taught in extra-curricular activities must be placed in the regular curriculum. The present grading system needs to be thoroughly re-organized. A continuous program of education from the infant schools through the junior colleges must train all the children of all the people to make some significant contribution to the health, wealth, and happiness of mankind. This means that along with the revision of the present practices in the curriculum, school work will be speeded up so as to release creative energy and reduce the excessive tax burden now resting on society. Overlapping is too well known to need discussion. Outworn subjects are still kept because tradition has placed them in the curriculum and keeps them there. The demands of higher institutions of learning and accrediting agencies tend to make the work of lower schools inflexible. Tradition is one of the most difficult forces to overcome.

On the opposite side of the discussion is the too prevalent feeling that in some way schools exist for local communities, for the board of education, for the merchants on Main Street, for the accomplishment of desires of political leaders. The school is society's organization for propagating itself. The only place civilization can be reproduced is in the minds and hearts of the next generation. Education is merely the process of extending today's personality into tomorrow. This is done through the little children.

The immediate task for the leaders in education is to make the schools exist for society and the child. Fearless of political influence, freed from personal ambition, strengthened by an everlasting faith in human values which are aesthetic, social, civic and moral, and with a great program of serving life by solving the problems of humanity, by extending influences for good and by conquering the enemies of life that come through disease, fear, and ignorance the school teacher shall at last become, in truth and in deed, a human engineer. Then shall we enter the new era through the portals of educating for tomorrow.

Glimpses of European Schools

SWITZERLAND

By J. ASBURY PITMAN

President, State Teachers College
Salem, Massachusetts

Beginning a series of reports by an American educator who had unusual opportunities for first-hand observation.

IN Geneva I received much valuable information from the International Bureau of Education. This is in the same building with the elementary school that is connected with the Rousseau Institute.

The Bureau was founded by Pierre Bovet, at the suggestion of Dr. Fannie Fern Andrews, Secretary of the American School Citizenship League. He was the first director and he is also the founder and director of the Rousseau Institute, which is the school of education of the University of Geneva.

The Training School is regarded as one of the leading progressive schools in Europe. It has a membership of about 125 children, in grades corresponding to our kindergarten and first and second grades. Children three years of age are also admitted into a sort of nursery school preparatory to the kindergarten.

Everywhere there were indications of the utmost freedom, but there was equal evidence of a reasonably definite plan and purpose throughout the school. The teachers did not hesitate to criticise or to suggest changes and improvements in the work of the children. The director, who is a very able woman with broad experience, but without a large amount of systematic professional training, was strongly of the opinion that there is a place for both the teacher and a rational and flexible curriculum.

Large and rather crude material was in use in her kindergarten. According to the director, Froebel himself used such material. She was emphatic in her opinion that Dr. Montessori's method over-emphasized imitation almost to the exclusion of imagination. She could not understand why the International School at Geneva had adopted this method for the first two years of the work in the elementary school.

Much of the material as well as a considerable amount of simple furniture and equipment had been made by the teachers and the children. Some of the furniture and, in one case, a room had been painted by the children. The yard was surfaced with crushed stone, but the children had made beds and planted flowers around each of the many shade trees.

Color was prominent in the work, brushes and water color being used by the smallest children. Theoretically, all of this work was creative, but reasonable suggestion was offered in the way of subjects.

The creative color work of each child was dated and preserved throughout the year and graded and displayed in the order of excellence. Sometimes it showed retrogression, and the reason was carefully sought for. This grading was usually done by student teachers.

Number was not taught formally before the third grade, but systematic work was presented which tended to develop the number sense. A beginning was the selection of colored balls to be placed properly upon vertical wires supported in a frame. There were ten wires varying in length from one to ten units and balls of ten colors, also ranging in number from one to ten of a color. It is readily seen that ideas of addition, multiplication, and also of magnitude were soon developed.

The classes did not exceed twenty-five children. From one to three student teachers were present at a time. The activities of these students were very similar to those of our own students in training.

This school is a regular city school. The Rousseau Institute has full guidance of the instruction, but, unfortunately, the teachers, with the exception of the director, are appointed by the local school authorities, and too often for political or personal reasons. They were graduates of the Institute, usually, but they were young, inexperienced, and did not represent the best element in their respective classes.

Their salaries were the same as those of the other teachers of Geneva, ranging according to the amount of experience up to a maximum of about $960 a year. The maximum salary in the secondary schools of the city is about $1,400.

One could hardly visit this training school without forming the impression that the work, in all particulars, is sanely progressive.

The Rousseau Institute and the Training School seem to be exerting a growing influence, and they may ultimately be a power in extending among teachers a knowledge of, and the disposition to pass along to their pupils, the ideals of the League of Nations. At this school a summer session for this purpose now seems to be permanently established. This year the attendance was smaller than last year.

but it was reported that there were approximately one hundred teachers present, representing about twenty-five different nationalities. Similar courses in all teacher-training institutions are advocated by the International Bureau of Education in its publications, and it is hoped that the influence of this school will be rapidly extended.

I discussed with Professor Bovet the matter of exchanges of teachers as a means of promoting a better international understanding, but he is not very hopeful of this means because of the language barrier.

Upon his advice I visited the secondary school for boys that was founded by John Calvin. Professor Bovet assured me that it was typical. The original part of the building is well preserved, although nearly four hundred years old. Here, as in practically all the secondary schools in Switzerland, the boys and girls are taught in separate schools.

There were about 900 boys enrolled. They were characteristic Swiss lads, clean, courteous and intelligent. They were under the instruction of able teachers, apparently, but both the curriculum and the methods of instruction were distinctly academic and traditional.

The master is a man of evident scholarship, as well as executive ability. He seemed particularly proud of the history of the school and showed me some very interesting archives in which Calvin figured prominently as an active influence in the school which he founded.

In the International School maintained for the children of parents connected with the League of Nations, there are about 150 children, in all grades from the nursery school through the high school. The classes are taught by carefully selected teachers from different countries, two or three being from Teachers College, Columbia University. The salaries are, as I remember, comparatively low, the maximum being about $1,200.

The plant is only reasonably good, but is provided with fair equipment.

The work of the first two years is based literally upon the Montessori method, and all of the material is used as directed. This is abruptly abandoned at the beginning of the third year, and a program of free activities substituted.

The director of the school is a man of about thirty-five. He is a graduate of the University of Lausanne, having taken a strict classical course, after which he completed a course in the law school. His interest in teaching developed as a result of his experience as a Scout master. Then he began to secure his professional training in an unsystematic way in connection with his teaching. For four or five years he had been a teacher in a boys' school in Zurich.

He seemed to have implicit faith in Dr. Montessori, as far as her philosophy applies to very young children, and he was very enthusiastic about the courses in civics and in the history and ideals of the League of Nations, as well as in the current activities of the League.

The pupils include only the children of officials and employees of the League who reside in Geneva. Instruction is carried on in French, German and English. The curriculum would seem to indicate that the work in other than the languages is accomplished in the usual time and that the children also acquire a reasonable speaking and writing knowledge of two languages in addition to their native tongue.

The Principal

By JAMES S. THISTLE

Principal, Phillips Junior High School, Wellesley Hills, Massachusetts

With Apologies to Irl H. Dulebohn. See Journal of Education for September 18, page 367.

He walks the halls with nod and smile,
The Principal;
The children beam on him the while,
The Principal.
They know in him they have a friend,
Who will his counsel gladly lend,
To lighten loads 'neath which they bend,
Their Principal.

Now in his office, kind, yet just,
The Principal
Doth discipline them when he must,
That's principle.
The boy or girl whose chance seems slim
Goes forth again with courage grim,
To do the right, and stand by him,—
Their Principal.

Whene'er he steps into a room,
The Principal;
His greeting bright dispels all gloom!
Their Principal.
If criticism he bestow,
'Tis given in good faith they know;
For thus it is that teachers grow,—
That's principle.

And if the School Board doth appear,
The Principal
Hath naught within his heart to fear;
This Principal
Shows them to class activities;
He knows his school will surely please,
And so he's always at his ease,—
This Principal.

A Neglected Language

By MIRIAM GORDON LANDRUM
Texas School of Fine Arts
Austin, Texas

Have we been too easily satisfied with musical instruction that has merely been a sort of rehearsal?

YOU would expect your child to know something if you had given him private lessons in a foreign language for four years and he had spent an average of an hour a day in study. You would expect him to know something of the grammar so that he could speak and write the language. You would certainly expect him to read any simple story correctly. If, at the end of these four years of study, he knew only two or three short stories by memory, knew nothing of the grammar, could only read by spelling out each word slowly, letter by letter, you would be disgusted. In fact, you would have discontinued the lessons by the end of the first year if he were doing that type of work.

Music is a foreign language. Children study it year after year, and for each year's study a few pieces memorized are considered a glorious achievement by the fond parents. They don't expect the child to know anything of the grammar of music—they certainly don't expect the child to be able to read music correctly at sight. These few little short stories memorized and parroted off glibly at a public recital repay the adoring parents for the years of piano pounding and the money expended.

Parents send their children to the public schools where they study "public school music." After six years of this instruction in the language of music the average pupil can sing "America" —maybe. Relatively few know their note values and most of them are unable to sing the simplest tune at sight. Again the parents and students are thoroughly content. If the child goes through the motions and the teacher gives him an "A" the aesthetic aspirations of the family are satisfied. Of course if he doesn't get the "A" the poor teacher is forced to listen to a tirade from the mother which often lasts an hour and usually consists of praising her own family which IS musical and "blessing out" her husband's family, which is NOT musical.

The parents are the sole cause of this indifference to the possibilities of music. Of course it is ignorance, but when they spend literally thousands of dollars educating daughter to be a pianist and two years after she is out of school she degenerates into an accordion player, there is something wrong somewhere—and it is seldom the lack of musical talent. When, after six years of public school music instruction, a private teacher has to be paid to teach Bobbie or Susie to read music, parents should protest. But, astonishing to admit, everyone seems pleased with the situation.

The most important factor in this attitude is the place given music by the educational leaders of the country. While Oxford University gave music degrees as early as the sixteenth century, our universities do everything they can to discourage any knowledge of music. The public school systems force it into the class with extra-curricula courses. The attitude of the people in general is that music is an accomplishment and not an educational subject. Yet today nothing is more needed than the study of music.

Constantly we hear criticisms of the young people because they are so unstable emotionally. The people with no emotional outlet are the ones who rush here and there seeking thrills. Our educational leaders do not seem to realize that music is the language of the emotions. The person who can give vent to his feelings in words is not the sneak or murderer. After a person has risen up and told the world what he thinks about things in general he feels so much better that he probably goes off whistling or singing. Music is the escape valve for those who cannot put their feelings in words. How many who have only a meagre knowledge of this divine language have soothed their spirits either by pounding the life out of a harmless piano or by sentimentally warbling "Juanita." Whether spoken well or ill, the language of music seems to have a magic power over those using it.

The better the person can read music the more benefit he derives from it. While it is true that the playing of "Chopsticks" affords much pleasure to some people, it takes the music of a Beethoven to give that inner repose the world so much needs. Of his music Beethoven truly said: "He who understands my music is beyond the reach of this world's miseries."

"Anybody can teach music," said one of our leading public school superintendents. How many of our state universities have real music departments? Music, the one universal language, whose literature covers the whole range of human and spiritual emotions, is relegated to the place of an idle accomplishment! If it is taught at all it should be given its true place, that of a language. To treat it as an accomplishment is to insult the memories of the great master minds who have written those glorious messages which can only be given to the world through the fingers and voices of students intelligently taught.

What Makes a Successful Teacher?

SECOND AND CONCLUDING INSTALLMENT

By FRANK J. LOWTH
Principal, Rock County Rural Normal School
Janesville, Wisconsin

Here are six more factors bearing on this problem. Eight such factors were printed in our issue of October 2.

Ninth.—A successful teacher is loyal to those in authority and to her associates. One of the distinctive tests of true success is the personal possibility of an abiding sense of loyalty even when there are temptations to indulge in the opposite emotions and practices. It is perhaps not so difficult to be loyal when affairs are going smoothly. But, that teacher who can be loyal through thick and thin, through good times and bad, is indeed a person who has considerable stability of character. A successful teacher stands by those who are trying their best to carry out the functions of administration and supervision. If she finds that those in control are evidently animated by what seem to the teacher as wrong, unprofessional, or maybe, dishonest ideas, ideals, and motives, then it will be her duty to resign rather than to try to carry on under conditions too difficult and too exasperating. The good teacher is loyal to her fellow teachers and loyal to her boys and girls as well as to those in control of the school machine. One of the most commendable qualities of any good teacher is the steadfast and honorable way in which she upholds, stands by, and stands up for her fellow workers and also the pupils under her control.

•

Tenth.—The successful teacher has the student attitude of mind. She is open-minded and receptive to the truth. She is a learner and always will be. She reads books, magazines, and newspapers. She forms opinions concerning men and events. No teacher can have an enduring influence for good upon those under her charge unless she sets them a good example of the studious person—one who desires to know about this great world in which we live. A teacher with the student frame of mind is always willing to accumulate facts before drawing conclusions. In other words, she does not jump at conclusions, thus getting herself and other people into difficulties. If the older children note that the teacher has an honest regard for the truth of statements wherever found, and is ready to challenge what does not ring true, they, too, will form that important habit of mind. In our own day, with so many false lights on the shore and so many cure-alls being proposed for our social and economic ills, it behooves the schools to train children so they can judge for themselves.

•

Eleventh. — The successful teacher is not a slave to the assign-study-recite formula. She makes careful inductive, preparatory, detailed assignments; she directs and guides in individual group study; she does not permit any mechanical re-ci-ta-tion of undigested and unlearned memoriter textbook statements. A good teacher understands that the assignment is of the utmost importance. In making book assignments she often uses a study-recitation with books open. This may take considerable time and it is a most profitable use of class time. The successful teacher adapts her assignments to the character of the subject matter. When a new topic is being undertaken the teacher visualizes the difficulties in advance and prepares pupils to overcome them in their study periods. Particularly troublesome words and passages are explained. Often the teacher will make assignments of individual tasks. She will in that case make it very clear what the pupil needs to do and what she will expect in the way of a report. The assignment should be neither too hard nor too easy. Sometimes certain assignments can profitably be given at the beginning of the class period, and as the discussion goes forward certain indications of work and study may be made during the period. References are often given by pages, and pupils are told what to write, what to learn thoroughly, what to read carefully once, and so on.

•

Twelfth.—A good teacher succeeds in the proper development of desirable qualities of the efficient American citizen. She understands the significance of the concomitant learning values, and appreciates that these so-called by-products of learning processes are frequently of more importance than the knowledge gained. In fact, she may very well be distinctly conscious of whether the child is developing habits of attention, industry, neatness and accuracy, or whether there is so much concentration on the facts of the subject materials that the development of the child is lost sight of. The good teacher always makes much of ideals, attitudes, and appreciations. She is primarily concerned with the responses which the child makes. She uses the textbook matter as means to an end. She notes not only *what* the child studies but also *how* he studies. The habits of work which the child forms in school are of enormous importance. The successful teacher uses a great deal of time every day to instruct children how to

study, how to make notes, how to get ready to report. No detail in this field escapes the capable teacher's attention.

•

Thirteenth. — A successful teacher has a feeling of obligation to her profession. She is professionally minded. She has a feeling of comradeship with others engaged in the great work of educating our future participating citizens. Some teachers apparently never have such a spirit of professional pride. They do not sense the essentially spiritual character of their work and they do not get the broad, comprehensive view of the entire field of teaching. They have no feeling of group loyalty or obligation. Of course this is exceedingly unfortunate. A successful teacher does not need to be solicited to buy and read books and magazines pertaining to her profession. In her budget she sets aside some money for this purpose. This type of teacher counts it a privilege and an opportunity to attend institutes and teachers' meetings because she knows there will be something, at least, which will help her in her work. The successful teacher pays her dues cheerfully and does not have to be dunned for them. No matter how lowly the position, and no matter how brief the period of service, a wise teacher understands that it will actually pay her to be as professionally minded as she can.

•

Fourteenth. — A successful teacher is a good sport; she is willing to take some chances; she does not expect everything to go her way. She does not find it hard to get down from her pedestal, if, indeed, she has ever been foolish enough to mount any pedagogical pedestal. She can be downright friendly with boys and girls without getting unduly or sentimentally intimate. She can play freely with her children. She is not easily offended and can laugh on occasion when, perchance, the joke may be on herself. She can take defeat gracefully and she teaches her pupils how to be magnanimous in victory and graceful and courteous in defeat. We have too many teachers who do not have the spirit here portrayed at all. They are stiff, always serious, unrelenting, rather unforgiving; in short, they do not seem to realize that a teacher may be entirely human and still be successful. The writer wishes to make a plea for naturalness and simplicity, with attention of teacher and pupils focused upon the big things. In the best schools teachers and pupils enjoy their work.

Of course there are other elements or factors to be considered in solving this problem of success in teaching, but in this discussion some of the high spots, at least, have been indicated. We have thousands and tens of thousands of successful teachers in America, undoubtedly. On the other hand, there are other thousands who today are struggling along with only partial success who might be doing much better if only they would study their difficulties more closely and wisely. It is hoped that the above suggestions may inspire some teachers to learn how to be more successful in their work and more happy and contented. After all, teaching is a business, and it is up to the teacher to discover and to follow the rules of the game so that she may win out. Successful adjustments in our human relationships demand constant study and effort to secure smoothness and harmony.

An "If" for Teachers

By IRL H. DULEBOHN

Superintendent, Bessemer Township Schools,
Ramsay, Michigan

If you can choose your gowns and guide your actions
  To please Dame Fashion and Ma'am Grundy, too;
If you can work among contentious factions
  And let none of them get hold on you;
If angry parents' jibes do not alarm you,
  If jealous mutterings arouse no fears,
If idle Gossip's venom does not harm you,
  You meet it with stilled tongue and deafened ears:
If superintendent's visits cause no worries,
  Nor summons to the office after four,
If testing programs start no anxious flurries,
  And tedious conferences do not bore;
If you attend your parent teacher meetings
  Without the feeling that they are a crime,
If you can smile, your supervisors greeting,
  And do not fear for re-election time;
If you can turn the minds of little children
  Away from self and point them towards the stars,
Zealous to search out talents deeply hidden,
  And nurture each with patience till it flowers;
If you can take the dull, the bright, the lazy,
  And lead them all alike to do their best,
So that their minds will be a bit less hazy,
  A little more prepared to meet life's test;
If you can toil for half a generation,
  Uncertain if your work will stand or fall,
Then see a portion sink in degradation
  And not lose faith, nor turn toward the wall;
If you can view the years, past and ensuing,
  Without regretting pleasures you have missed,
And still find that your work is worth the doing,
  Why, you are good—that is, if you exist.

EDITORIALS

Through Storm and Stress

HAVE faith in education. Unless you who have dedicated yourself to education believe in it and let others know how fully you believe in it, there will be a weakening of confidence among the general public.

You believe in the tractableness of the human mind, in the efficacy of instruction, in the ability of the teacher to assist the child in a process of self-development toward an ideal for himself and for society.

Your belief has been shared more or less heartily by several generations of Americans. As a people, we have expected great things of education and have invested huge sums in it. Circumstances which every one hopes will be but temporary have rendered belief in education more difficult.

Education may not have done all that it ought to have done. For that matter, neither has any other human institution measured up to its possibilities. Even business, which talks so gruffly to education just now, has found ample need to set its own house in order.

Education can learn much from recent experiences and can find much to improve in methods, philosophies and attitudes. But educators themselves cannot afford to lose faith or to become discouraged. The cause is noble and the work is worth the doing. The present social order could not survive or hope to solve its complex problems without that widespread intelligence which education strives ever to produce.

Have faith in education, now as always.

• • •

The Task Ahead

EDUCATION is faced with problems of increasing perplexity. Tremendous reductions estimated at $500,000,000 have been made in school budgets since 1930. The ban placed on child labor by NRA codes has forced into the classes 100,000 children. Teachers have been eliminated, until 250,000 are now unemployed. The schools are faced with a task far greater than ever with reduced funds, with reduced staffs, with curtailed departments, with fundamentals eliminated. How the schools are going to meet these conditions is a difficult problem. The schools of the nation cannot be said to have been extravagant even in the best of times. The buildings are commonplace compared with the great new buildings of the corporations, the equipment is parsimonious compared with the great mahogany equipment of banks, railroads, manufacturers, and utilities. Salaries do not compare with the $100,000 scale paid heads of great corporations. We need a period of training to educate the financiers who think the schools could be abandoned; they should be made to know that education is their greatest ally. Business becomes prosperous just in proportion to the spread of education. Primitive peoples do not buy many refined articles. Cut down the extravagance in business and politics and our system of education can be made to thrive.—A. O. T.

• • •

The Two Factors

EDUCATION in many communities is at a crisis. School people and some other citizens are wondering how the schools will come through.

Two factors really determine the outcome. The first of these is, of course, the financial ability of the taxpayers, combined with whatever of outside help may be available. This factor is largely economic.

The second factor is fully as important as the first. It is: *the degree of seriousness with which education is regarded by the citizens and their leaders.*

If education is rated only as a luxury; something to show off to the neighbors; something to be bought only when there's money to spare—then education in that community is in very grave danger. If education is permitted by local citizens to be made a scapegoat for other and more wasteful branches of the government, then also is education in a bad way.

Fortunate are those schools which, however hard hit by the financial conditions of their communities and states, yet have behind and beneath them the firm belief of the citizens in education and the firm resolve to deal justly with their children as a social obligation of the first order.

If this second factor is weak in your community, begin now to strengthen it by intelligent, persistent effort. Use publicity, but be sure it is the right sort. This is a selling job and it needs all the clear thinking and tactful presentation that belong with successful selling. One thing it does not need is any twisting of the facts.

PERSONALITIES

WILL C. CRAWFORD conducts one of the most picturesque and up-to-date systems of education to be found under the Stars and Stripes. He is superintendent of public instruction for the Hawaiian Islands. Men and women of various colors work side by side on his teaching staffs, while children of as many different races comprise their classes. Mr. Crawford rose from deputy superintendent eight years ago to his present position, which he holds with distinction and full realization of the magnitude of his opportunity. Visitors from the states are impressed with the splendid use which is being made of modern methods in the schools of those sunny islands of the mid-Pacific.

•

MRS. DONNA WILSON CRABTREE, talented wife of Secretary James W. Crabtree, of the National Education Association, continues to find and give enjoyment through her art as a portrait painter. Her beautiful lifelike painting of Dr. A. E. Winship hangs upon the walls of National Education Association headquarters in Washington. She presented Edwin Markham, the poet, with a portrait of himself on the occasion of his eightieth birthday. Another fine piece of work has come from her hands quite recently—of which more anon.

•

ARTHUR D. ARNOLD, superintendent of Passaic, N. J., schools, has been named by President Paul C. Stetson of the Department of Superintendence to a place on the national committee for interpreting the schools to the public. Arnold is a great name in education, and the Passaic Arnold knows not only his schools but his public relations.

•

BEN CONRAD BERG, who has headed the schools of Newton, Iowa, for a dozen fruitful years, had a war experience in the infantry and the secret service which intensified his resolve to help in making a better world. He believes that a school administrator should have both a broad view and a long view. He believes society is in the midst of a new creation and he wants that new creation to be a worthy product of present planning. Here is a schoolman who rises above his mechanical duties to view matters with the eyes of a prophet.

•

WILLIS A. SUTTON of Atlanta is again able to be about his work after weeks of painful recovery following a motoring accident. The weakness of a tire nearly ended the career of this energetic and much needed educator, famous for his leadership of Atlanta schools and for his year at the presidential helm of National Education Association.

•

HENRY SUZZALLO, internationally esteemed educator and president of the Carnegie Foundation for the Advancement of Teaching, died after a brief illness at Seattle, September 25. Into his fifty-eight years he had crowded much valuable service: teaching at Stanford and Columbia; presiding over University of Washington; writing, lecturing, and leading in important movements. His influence and personality will be greatly missed.

•

JOHN CALVIN LAUDERBACH, Chula Vista, California, has the problem of many Japanese in his schools. He has succeeded in turning to advantage in all school work the quality of thrift which these children naturally possess. He has the vision of the school as serving the moral and spiritual life of the community, and has caught the larger vision of an internationalized world.

•

HERBERT N. MORSE, well known Assistant Commissioner of Education of New Jersey, began his work for the education department of that state in 1896, when he directed a school census of New Jersey. He has had an influence upon many school building programs, and has written books on New Jersey finances and on school accounting systems. An important factor in New Jersey education is Morse.

•

DR. J. O. WELLMAN, professor of education in the University of New Hampshire, has built up a department which is one of the strong arms of the institution. He is director of the summer school which enrolls about 400, and attracts students from many states. Few institutions can present a body of more mature and advanced students. Professor Wellman has provided a unit course on various educational themes, inviting leading educators to lecture for a week each. During the last summer he had such well-known educators as Frank W. Wright of the Department of Education of Massachusetts, Dr. William John Cooper, former United States Commissioner of Education, and Dr. Florence Hale, who spoke on subjects in which they have specialized.

Winshipisms

"No man over fifty or woman over forty can afford to sit on the tail of progress and shout 'Whoa!'"

•

"Pity the man who thinks he has said his best word, had his best thought, done his best deed."

•

"If you whine when you lose it proves you did not deserve to win."

Number of Honor Societies Leads to Inquiry at Syracuse

IF IMITATION be sincerest flattery, then that venerable honor fraternity known as Phi Beta Kappa should feel highly flattered. So numerous are its imitators in the various fields of study that students are bewildered and begin to suspect that their desire for scholarly distinction is being exploited in a sort of racket. This suspicion has led to definite action at New York's great up-state university.

To reduce the large number of national as well as local honorary and professional societies on the campus is the purpose of a drive being planned by a group of prominent senior students at Syracuse University. The effort, first broached during the spring semester, is reported to have, in general, the sympathy of Chancellor Charles W. Flint and other administrative officers. The drive will be chiefly educational. The facts will be made known to lower classmen, from whom the fraternities are recruited.

Such fraternities have become a "racket" in recent years, it is charged, operating on a tremendous scale throughout the country. Many facts about them were obtained last year by a group of upper classmen who conducted a survey of the situation.

It appears from this investigation that Syracuse University provides a typical example of a situation that exists in many large universities of the country.

Of the sixty-three honorary societies on the Syracuse campus, according to the report, thirty-eight have national affiliations. Although they are represented as "honorary" groups, it was estimated that a student has at least a 60 per cent. chance of getting a key or pin. There are in many cases two, three, and even four organizations in the same field of activity, so that if the poorer student misses "making" the first, there is a chance that the second will consider his abilities, and so on.

Concluding that there are far too many students being "honored"—twelve out of every twenty at Syracuse—and that there is far too much money going to national headquarters for which no return is made to the local organization, the group making the investigation stressed the need for a plan whereby these organizations might be consolidated. There is no necessity, it was stated, for having three journalism fraternities, half-a-dozen business administration groups, and several groups each in the fields of public speaking, engineering, architecture, forestry, chemistry, and fine arts, all duplicating the work of each other. Rather, it was recommended, there should be one honorary fraternity in each college and school of the university. Both sexes should be admitted to the honorary organizations.

High Schools Balk at College Domination

AGAIN is heard that oft-repeated protest of the secondary schools against those overlords, the colleges. Will high schools never break loose from such artificial dependency?

High school courses based exclusively on college entrance requirements cannot be justified on "social, intellectual, vocational, or cultural grounds," according to a study in secondary education prepared by the New York City High School Teachers Association under the direction of Charles M. Stebbins of Erasmus Hall High School, Brooklyn, N. Y.

"The general principles contained in this report were adopted practically unanimously by a group of experienced and earnest teachers who are profoundly interested in raising the standards of accomplishment in the high schools of this city," Mr. Stebbins said.

"Probably the only field of human endeavor in which vast enterprises are undertaken and vast sums of money expended without a clear definition of the purposes to be accomplished is education. Surely no business concern would consent to such an outlay without very definite aims to be achieved," the survey set forth.

"Inasmuch as fewer than 20 per cent. of our city high school pupils enter college, whereas more than 80 per cent. proceed directly into some occupational activity, the only conclusion justified by reasonable thinking was that we must let the needs of the majority prevail."

One of the main objections to the college entrance examinations

lies in the fact that they are examinations, the report holds. It says that examinations of this nature serve no very useful purpose. The survey continues:—

"Our formal midterm and final examinations are used as largely under our present system for checking up on teachers as for any educational purpose they serve the pupils.

"To use the examination as a check on the teachers' and as a means of controlling their classroom work is unscientific, unpedagogical, and a shameful form of supervision, one that deserves the condemnation of every earnest teacher and executive in the system. It is a substitute for sincerity, energy, intelligence, and courage."

Conferees Ask Federal Aid Be Put on Permanent Basis

THERE are wide divergences of opinion as to the amount of Federal aid which ought to be given to public schools. That such aid, granted in a national crisis, should become permanent is seen as an economic fallacy by some, and by others as a dangerous threat to state and local autonomy. What do the advocates of nationally subsidized education have to say?

Federal aid for education, not merely in the present emergency, but as a continuing policy, is advocated in a report issued by the National Conference on Financing of Education.

From July 31 to August 11 the conference met at Columbia University. The report submits a plan "for rejection, approval or change." Sweeping changes are suggested. The 150,000 one-room schools which still exist would be erased from the educational picture, supplanted by "central school plants" built under the NRA public works program.

The present school district map of the nation would be obliterated in favor of a map in which minimum rural units would have approximately 1,500 pupils in attendance, urban units 10,000. The average unit now is only twenty-three square miles in size and requires but seven teachers.

Calling attention to the struggle the public schools have endured in the depression and to the added load that will be put upon them by abolition of child labor under NRA codes, the report says:—

"The Federal government must come to the aid of the public schools. It can collect taxes. It can borrow money. It can make grants in aid or loans to the states.

"If prosperity were to return tomorrow the schools in some states would still be in desperate condition at least until 1935. For the intervening period their only hope is in grants from the Federal government."

As precedent for a continuing policy of Federal aid to schools the report says:—

"The Federal government has made payments to the states from its national forest funds, in its co-operative fire prevention service, in forest planting, in construction of rural post roads, in the promotion of welfare and hygiene of maternity, in supplying printed materials for the blind, in providing homes for disabled soldiers and sailors, and in subsidizing the National Guard. In 1930 the sum total for these agencies was nearly six times the subsidies for education."

Seek New Rating For High Schools

IT'S a poor standard that cannot be changed to fit changes in times and situations. And the standards for secondary schools which have hitherto prevailed are in need of revaluation and revision. Such, at any rate, is the belief of representatives of the regional associations of colleges and secondary schools who met recently in the conference room of the Federal Office of Education at Washington. A co-operative study of standards and procedures is recommended. If it is made, the effects upon the high schools of the nation are likely to be far-reaching, especially in matters relating to preparation of students for entry into colleges.

In drafting proposals for a study of standards and procedures for evaluating secondary schools, the conference urged that: (1) Present standards and procedures of the various associations remain in effect until new ones are formulated and adopted by the respective associations; (2) that new standards be created, first, by testing old standards and retaining such elements as seem satisfactory; second, by evolving new standards through research; (3) that evaluating procedures be developed through careful experimentation; (4) that standards looking toward improved practices in education be developed; (5) that all standards be adapted to the needs of the various regions.

In its report the conference pointed out that regional accrediting agencies have been rendering valuable and voluntary service to colleges and secondary schools.

Evaluating high schools for accrediting purposes is a task now largely in the hands of the State Departments of Education and the regional associations of colleges and secondary schools.

WESTERN SCHOOL IS GOING NATIVE

Football Being Dropped for Rodeo Sports

COLORADO SPRINGS, Col. — Football has been discarded for rodeo sports at the Cheyenne school here. Bucking horses and some wild steers will provide the fun.

"I believe there is less danger of permanent injury in this than football," said Dr. Lloyd Shaw, superintendent of the institution, a public grade and high school with 400 students. "Some of the boys may get scratched a little, but that's all.

"Aristotle, greatest of educators, sat on a corral fence and watched Alexander the Great tame a wild horse. I consider this a really good education."

The football field has been surrounded by a corral fence. Gridiron uniforms hang neglected in locker rooms as the lads go out in chaps and spurs.

Dr. Shaw feels that the modern boy knows almost nothing of horses, a defect which several minutes each day aboard a rearing and raging broncho will undoubtedly remedy.

The boys hope, Shaw said, that their fall season will make expenses and pay for more and wilder horses. The plan is for five weeks of training and then a public rodeo.

NRA Exemptions For College Students

WASHINGTON.—Exemption from NRA wage and hour requirements is recommended for college students working their way, by Dr. George F. Zook, Commissioner of Education. Such an exemption by recovery chieftains, Zook told the National Board of the Parent-Teacher Association, would be a "Humanitarian step for education." The commissioner explained that minimum wage and hour requirements would make college courses "much more difficult for thousands of students who need to work."

University Dean Gives Advice on Leisure

BOSTON.—Workmen doffing their overalls at 4 in the afternoon and stenographers shutting their desks with hours of NRA leisure ahead need to be educated in the technique of play, according to Dean Frederick Rand Rogers of Boston University. To get the most fun out of the new freedom, they must be taught to experiment with fresh types of activity, he believes. "Repetitions of the same game or stunt," he said recently, "should be checked before they stimulate attitudes of self-centredness and active selfishness. These attitudes increase nervous concentration and social antagonisms with resulting loss of health and happiness. But the tennis enthusiast who takes up golf, the musician who reads biology, the amateur actor who paints, all find fresh adventure. It should be remembered that all joy comes with increasing skill, not with excellent performance per se."

Pay-Debts-First Order Confuses

CHARLESTON, W. Va. — This state's Supreme Court decision that all municipalities must pay their old debts before they can spend for current needs has created a problem which has more than bothered city and county officials. A number of municipalities find themselves in the position of the man who owes money, has money, but cannot spend on himself until he pays the bill collector at the door. The Supreme Court decision handed down is just this: Regardless of constitutional limits on levies, old obligations must be paid, and those payments must be made from restricted levies before any money is used for current expenses. Education officials at the State House said they feared school terms would have to be cut from nine to seven months—or less, if they interpret the decision aright.

Ohio Parents Plan To Board Teachers

CADIZ, O.—The old frontier custom of "boarding around" teachers may be revived in this county. With the school boards lacking funds, residents have offered to provide room and board for teachers until sufficient funds are available for regular salaries.

Walloons Want English For a Second Language

BRUSSELS. — The Walloon, like the Frenchman, abominates foreign languages, but he hates the Flemish still more. Faced with the necessity, under the new language laws, of making his children learn a second tongue, he prefers English. The Flemings have always learned as many languages as were available. Now the second national-language obligation, long submitted to by the Flemish part of Belgium, is being applied to the Walloons as well. The Gazette de Charleroi, in the Walloon part of Belgium, advises its readers to stand no nonsense. If English is not taught in the schools frequented by their children, they must file petitions asking for instruction in English until their combined voices are heard. "English and German are neglected in our public schools," declared the newspaper, "relegated to third and fourth rank, while Flemish, a provincial tongue, reigns in the place of honor."

REGENTS' TESTS DECLARED USELESS

High School Teachers' Group Assails Examinations

BROOKLYN, N. Y. — Belief that the regents' examinations are "in many respects a decided handicap to our schools," and have no excuse for existing, is expressed in a report on secondary education prepared by the High School Teachers' Association under the direction of Charles M. Stebbins of Erasmus Hall High School, here.

In addition to criticising the regents' examination the report finds fault with the entire examination system—"one of the most harassing and at the same time wasteful features of our present educational organization."

"Any system that causes the fate of the pupil to depend in any high degree on a week's cramming process is not educational," the survey declares. "True education is an orderly process of unfoldment, organization and control of human powers and processes.

"High marks are not an end in themselves. They should, moreover, represent real achievement, not mere passing of a subject."

The report estimates that more than 20 per cent of school time is spent in examinations. It adds:—

"More than 20 per cent of the millions of dollars that it costs to build and maintain high schools and to pay teaching staffs is spent to examine pupils. Can any sensible person believe that it pays?"

Suggests Old Films Be Used in Schools

HOLLYWOOD, Cal. — Filmland's immense vaults hold huge stores of motion pictures which cost scores of millions to make, but which now are of scarcely any money value.

Jesse L. Lasky, however, is agitating a movement which would release the films.

He would turn many of these pictures—some of them only a year or so old—over to boards of education for the instruction of school children in history, geography and other subjects.

"My plan would not bring a cent of profit to the producers," says Mr. Lasky. "It would provide the means for turning over to schools and scholastic groups such old films as have educational merits—pictures that dramatize the customs of the people and that deal with authentic historical and geographical facts."

He names a number of authentic historical dramas, such as "The Covered Wagon," "Old Ironsides," "The Rough Riders," "Abraham Lincoln," and "America."

NRA WORKERS TAKE INTELLIGENCE TEST

WASHINGTON.—If sheer intelligence is to be of any aid in solving the problems facing the National Recovery Administration, that organization apparently has plenty of the right kind of help. The Division of Economic Research and Planning, which has the task of supplying General Johnson and his aides with cold, clear facts about the industries rushing in to present codes, was recently submitted to an intelligence test and emerged with flying colors.

A maximum score of 212 is possible. The average score for the division, including office boys, typists and messengers, was 153, two and one-half times the average score for the United States, which is only 61.

Of course one reason for the phenomenally high score made by this group is its large proportion of college graduates, heavily sprinkled with M. A.'s and Ph. D.'s. A striking feature of the test was the fact that practically all the important figures in the division made the top scores. One of the chief statisticians had a score so nearly perfect that it could not be equaled by one in 10,000,000 persons.

Martini Serving Put On School Curriculum

ST. LOUIS, Mo.—How to mix and serve highballs and cocktails will be taught prospective Negro butlers at a vocational school conducted by the St. Louis City Board of Education. Students will be taught to serve martinis in the library with an olive for the women and a small, white, pickled onion for the men. This, of course, is taught as a detail in the business of serving a full meal.

Student Code Suggested at Wesleyan

MIDDLETOWN, Conn. — President James Lukens McConaughy, in his matriculation address, cited the tremendous interest of late in codes, and suggested certain principles which would obtain in case students should adopt one for themselves. He agreed that some of the principles of contemporary codes apply to colleges, and urged a greater spirit of co-operation among the undergraduates. He suggested further co-operative movements among fraternity groups. A five-day week is undoubtedly a desirable thing for the industrial worker, but he questioned the desirability of it for the college student.

SIFTS "RED" CHARGES AGAINST COLLEGES

AUCKLAND, N. Z.—If New Zealand's universities are red, the country wants to know it. A special committee is now investigating the situation. The committee, which includes Vice-Chancellor Thomas A. Hunter and Solicitor General Arthur L. Fair, K.C., was appointed following charges that recent radical outbursts by students came from a group "already poisoned by the anti-British 'twist' which some of our teachers deliberately give to their teaching in the schools and universities" and the claims that a conspiracy against the Constitution was "being worked cleverly and deliberately." The charge was also made that the funds for this campaign came from Moscow.

To enable the committee to obtain all the evidence that might be available, university staffs have had to sign a document renouncing all right of action against any one who may make charges against them personally. When the committee reports, the fullest publicity will be given to its findings and the staffs declare that the red scare in the universities will be found to be a myth.

NRA MEMBER U.S. WE DO OUR PART

EAGLE

"a very large diurnal raptorial bird of the family Falconidae"—etc.

Wouldn't this definition bring forth grins and giggles in your class? Yet it was taken word for word from a dictionary which is sold for school use. These lofty words require further search, waste time, and discourage pupils from using the dictionary.

Such definitions are never found in

The WINSTON SIMPLIFIED DICTIONARY

This is the one dictionary that defines every word so that use and meaning can be **instantly** understood.

Editions for all school needs

Write for full information

THE JOHN C. WINSTON COMPANY

CHICAGO PHILADELPHIA ATLANTA

RUSSIANS WILL LEARN ENGLISH

New Simplified System Is Being Developed

MOSCOW.—Ivy Litvinoff, English wife of Maxim Litvinoff, Soviet Russia's Commissar for Foreign Affairs, is taking up school teaching on a large scale this fall. Impressed by a simplified system of teaching English recently developed in her home land, she has arranged to introduce it here and to hold regular classes this winter at several Moscow institutions of higher learning.

She became acquainted with the new method while she was in London with her husband for the World Economic Conference.

So enthusiastic is Mme. Litvinoff over the possibilities she invisions for equipping Russian youth with an adequate working knowledge of her mother tongue that she has spent most of her time since returning from London preparing for her work. She will receive the standard teacher's salary, amounting to approximately $35 a month.

In the small cottage on the outskirts of Moscow she is busy most of the time preparing charts and illustrations for her classes.

Mme. Litvinoff, who fills the role of the Soviet Union's "official hostess," always has taken a leading but inconspicuous part in the educational and cultural life of her adopted country.

More Boys than Girls In Pennsylvania Schools

HARRISBURG, Pa. — Although there are but 4,000 more boys than girls of school age in Pennsylvania, census figures showed that 42,000 more boys than girls are enrolled in public schools. The boys outnumbered the girls in every grade but the eighth and the last year of high school. Superintendent of public instruction said records revealed that more girls than boys between the ages of 14 and 16 years leave school to work. According to statistics, boys start with a lead of nearly 10,000 over girls in the first grade. This lead tapers down until it is lost by a few hundred in the eighth grade. It is regained by more than 3,000 in the ninth grade and lost by a thousand in the 12th.

Study of a Thousand Women in " Who's Who"

PHILADELPHIA. — Of 1,000 women culled at random from "Who's Who in America" for 1929, one-third were authors, slightly less than one-half of whom had gone to college, according to an educational analysis recently made by Dr. Bertha Beach Tharp. For young women looking toward law or medicine, Dr. Tharp's survey is more convincing. Her eminent women lawyers and physicians were 100 per cent college trained. Librarians came next with 85.18 per cent, then educators with 76.11 per cent, missionaries with 72.72 per cent, scientists with 70.27 per cent. Footing the class were artists, musicians and actresses with about 20 per cent each. Other facts about 1,000 successful women: one-half were college trained, as compared with one-third of all women in "Who's Who" for 1903; 258 had traveled abroad; 13.4 per cent as compared with 5.34 per cent in 1903, had attended either Bryn Mawr, Vassar, Smith, Radcliffe or Wellesley; 67 per cent of the college women had attended coeducational institutions.

Roosevelt's Son Enters Harvard

CAMBRIDGE, Mass.—Franklin D. Roosevelt, Jr., son of the President, became a freshman at Harvard College when with more than 1,000 other young men of about his age, he registered at Memorial hall.

Despite his earnest pleas to be treated just as any other member of his class, yard police, personally directed by Charles R. Apted, superintendent of caretakers, acted as a personal bodyguard wherever he went, and shielded him from press and public.

His mother, the First Lady of the Land, came from Washington to make certain that he would be comfortable in his new quarters. She visited Boston stores, where she purchased furnishings and accessories for her son's room.

The college, on its part, was compelled to vary its customary treatment of students for young Roosevelt. It had to get a special bed made for the President's son, to accommodate his height of 6 feet, 4 inches.

Danvers Teachers Get Pay Increases

DANVERS, Mass. — Residents of this town recently got a surprise when it was learned that 15 of the 80 teachers in the local public schools were given pay increases. The raises range from $50 to $100 a year and are distributed among both teachers and principals. It is said the increases were given in accordance with the custom of gradually raising teachers' salaries to a maximum figure for each year of consecutive duty.

BAY STATE CUTS APPROPRIATIONS

No School, However, Obliged To Close Doors

BOSTON. — In Massachusetts, according to statistics available at the State Department of Education, there has been a decrease in the total of appropriations for school maintenance, in three years, of more than $10,000,000. The appropriations in 1931 were $75,819,791; in 1932, $72,414,494, and in 1933, $65,767,833, making a decrease of 13.3 per cent. In the city of Boston the decrease in appropriations for this purpose during the same period was $2,538,060, or 13.4 per cent.

But no school in Massachusetts has been obliged to close, either for the school year or any part; no child in this state has been deprived of the opportunity to obtain education for this cause.

In the three years mentioned, however, there has been a large and steady increase in school enrollment. The exact figures are not available at this time, but Frank W. Wright of the State department estimates it at "tens of thousands." In Boston the total school attendance last year was 136,767; it is estimated to be approximately 145,000 this fall.

According to a tabulated report from the various cities and towns of the state by the department, economies were principally effected in the purchase of textbooks and supplies, in repairs to buildings, etc. The teaching of special subjects, such as music, penmanship, sewing, domestic arts, vocational guidance, physical education, printing, manual training, etc., has been dropped in many places. In approximately one-half of the communities salaries have been reduced from 6 to 10 per cent.

Hobby School Newest in Newton

NEWTON, Mass.—"You do things with your head, not your hands," says Hoyland Bettinger, and since most of those who come under his tutelage have at least an average run of good heads, his and Miss Kay Peterson's "Hobby School," perhaps the first such in the country, is succeeding. Hobby schools have to do with this new-found leisure everybody is talking about. They take the tired business man, the stifled housewife, the effervescent youth and lively oldster and let them go to it, without too much critical appraisal and with absolutely no urging toward serious accomplishment. That is why a hobby school catches on. The hobbyists range in age from thirteen to seventy-two.

Recent Publications

STANDARDS AND SCORE CARD FOR ELEMENTARY SCHOOL BUILDINGS

By

George D. Strayer and N. L. Engelhardt

The changes and improvements in the eighth revision of these standards and their accompanying score card are based on the most detailed and far-reaching research available to date. They may be used in analyzing the conditions and status of existing school plants in any community, thereby affording a basis for developing school building programs and for checking plans of new plants.

Standards, 181 pp., Cloth **$1.60**
Score Card ..... **10 cents.**

REVERSAL TENDENCIES IN READING

CAUSES, DIAGNOSIS, PREVENTION, AND CORRECTION

By

Arthur I. Gates and Chester C. Bennett

This study includes the following topics: A Study of "Reversals" and "Non-Reversals," Left-Handedness as a Cause of Difficulty in Reading, the Theory of Eye-Dominance, Mixed-Eye Dominance, the Theory of Mixed Eye-and-Hand Dominance, the Influence of Sex, the Influence of Visual Defects, Additional Explanations of "Reversal" Tendencies in Reading, Preventive Instruction, Diagnosis and Remedial Instruction, and an Outline of Remedial Work.

33 pp. Paper ..... **40 cents.**

SHIPS AND NAVIGATION

By

Tompsie Baxter and Bess M. Young

A detailed account of how several fifth grade groups pursued a unit on ships and navigation which proved a satisfying experience to the children, and offered the teacher an unusually rare opportunity for widening cultural backgrounds, and for initiating or broadening concepts and generalizations that are vital to an understanding of the modern world.

219 pp. Illustrated. Cloth **$2.00**

Bureau of Publications
Teachers College, Columbia University
NEW YORK CITY

The Dramatic Modern Language Series

GENERAL EDITOR

Professor J. J. Findlay,
University of Manchester, England

Findlay-Gregg French Language Records. A set of six 12-inch records. First year course. $12.00

Nos Amis Francais. A French reader containing complete transcript of Findlay-Gregg French Language Records ..... .75

Lecons Vivantes, by Grace B. Dobbs. For use with Nos Amis Francais 1.00

Findlay-Gregg German Language Records. A set of six 12-inch records 12.00

Deutsche Jugend. A complete transcript of the Findlay-Gregg German Language Records. ..... .75

What a prominent teacher says about the French Language Records:

"I cannot close the session without expressing to you my appreciation for the Findlay-Gregg Language Records. The class went wild over them. I never saw so much interest manifested in my classes before, due to the use of the book 'Nos Amis Francais' and the records. The class of eighteen learned to sing the songs and soon acquired a good pronunciation. Many of them want to buy the discs if they can get the money. We shall use the discs extensively next year. This was a class in second semester French."

✣ ✣ ✣

A First French Course for Seniors, by H. F. Kynaston-Snell. Intended for students who start French later than usual in their studies and the matter is such as would be suitable to their interests. A modification of the Direct Method is used, and the material, though very varied in outlook, is centred around the same people, so that the narrative interest is maintained. Thirty-five lessons dealing with business, industry and the usual occupations of life such as the cinema, the theatre, sports, cafe life, and so on. Each lesson provides reading matter, a minimum grammar resume, and copious exercises. 208 pages, cloth 1.00

✣ ✣ ✣

All prices subject to regular school discount. Phonograph records will be sent on five-day approval. Address our nearest office.

THE GREGG PUBLISHING CO.

New York Chicago San Francisco Boston
Toronto London Sydney

Shorter Hours Expected To Help Adult Study

BROOKLYN, N. Y. — With the tendency toward shortening of working hours, art and professional schools are expected to increase their evening adult enrollments with the next year, according to Dean Ernest J. Streubel, of the Polytechnic Institute of Brooklyn. "Sociologists and teachers for the last generation have hoped for the time when it would be possible for each citizen of the community to have time and leisure for the pursuit of professional and cultural advancement," said Dean Streubel. "With the shortening of the working day to six and eight hours, and the adoption of the five-day week in many industries, more time is available for such study. The situation should mean that in the purely cultural colleges as well as professional schools, within a few years, the enrollments of evening sessions and Saturday sessions will outnumber the regular day registration."

Slump Has Made Students More Serious

BROOKLYN, N. Y. — The depression has sobered the college student, Edward J. Allen, director of Seth Low Junior College in Brooklyn, said in his annual report to Dr. Nicholas Murray Butler, president of Columbia University, made public recently. "To say the least, they have been dismayed and many have voiced caustic criticism of the economic and social order which their elders have either established or tolerated," Mr. Allen reported. "Most of them, however, have evinced an eager desire to study the historical background and underlying philosophy of the social forces responsible for the present situation, and have done much serious constructive thinking on the ways and means of improvement. The economic depression has affected the registration and the ability of students to finance themselves throughout the academic year. Requests for loans have been more numerous than in any previous year. On the other hand, this period of economic collapse has had a marked sobering effect on the students."

President Demanded For Virginia University

RICHMOND, Va. — University of Virginia has been without a president for nearly two and a half years, and the faculty and alumni of the institution, together with the press of the State, are becoming aroused over the situation. They are making every effort to persuade the university's board of visitors to choose a successor to the late President Edwin A. Alderman. The faculty stated its conviction at a recent meeting that Acting President John Lloyd Newcomb, who has been in charge since Dr. Alderman's death, and who was Dr. Alderman's right hand man for several years prior to that time, "has clearly demonstrated under circumstances as difficult as any officer is likely to encounter, his extraordinary capacity as a university executive." The inference is clear that the teaching staff wants the board to choose Dr. Newcomb.

Evening Schools Omitted in Waltham

WALTHAM, Mass. — Evening school sessions will be omitted in Waltham this year due to lack of funds, according to a report submitted to the school committee by Superintendent William H. Slayton. "I regret very much the necessity of informing the many persons who inquire about evening school that there will be no evening sessions this year owing to lack of appropriation," Slayton stated in his report. "I still believe that we should consider 'children first,' but the eagerness of adults to continue their education should be given the greatest possible consideration after the youth of school age have been provided for. For many years the senior high school building has been a beacon light of educational opportunity. It has been an impressive sight to see the four floors lighted three nights in the week from October till March, and to see the large number of people coming to the building. At the earliest possible time this work should be resumed."

Exiles' University Begins First Term

NEW YORK.—New York's transplanted German institution of higher learning, the so-called "University in Exile" of the New School for Social Research, got into full stride early in October, with a registration of more than seventy-five that exceeded the sponsors' best expectations and assured the school's permanence in this city for at least two years. An entire faculty division of one of the city's largest universities has requested information on group tuition fees and is considering enrolling under the instruction of the teachers who were treated as undesirable in Germany, Dr. Alvin Johnson, director of the New School for Social Research, said. Although the majority of the faculty is Jewish, or was so classified by the Hitler method of race determination, Jewish students are in a minority at the school. Those enrolled are about equally divided among college graduate students, college teachers and professional men, according to Dr. Johnson. All but two of the eleven German teachers are conducting their courses in English, reducing the language handicap to a minimum.

To Study Quincy School Finances

QUINCY, Mass. — Acting on the letter from the School Department calling attention to the fact that the present appropriation will allow operation of the Quincy schools only to December 1, the City Council has appointed a committee of three to confer with a group representing the School Committee. The School Committee has notified Mayor Charles A. Ross that unless $116,000 is provided to cover expenses of operation during the two-week period from December 1 to the close of the Fall term, the schools will be forced to close for that time, or the teachers and all other school department employes will have to serve without pay. Mayor Ross, in a lengthy statement, charged that the School Committee, by exceeding its appropriation under the budget, has broken faith with the Emergency Finance Board, the school children and the city government.

School to Plan Fells Development

CAMBRIDGE, Mass. — The Cambridge School of Architecture and Landscape Architecture is beginning work on a practical and comprehensive problem, based on an assumed future development of Middlesex Fells. Architects and landscape architects will co-operate in the planning of a community centre and subdivision. Students in second and third year design will carry out the major portion of the work and entering students will be kept in close touch with the problem, so they may get an immediate understanding of the application of their theory courses.

European Mathematician Is at Massachusetts Tech

CAMBRIDGE, Mass. — Professor Otto Szasz, noted European mathematician, is taking over the post of visiting professor of mathematics at Massachusetts Institute of Technology. During the winter he will deliver a group of lectures on the summation of series, one of the branches of mathematical analysis in which he is internationally distinguished. Professor Szasz has been a member of the mathematics staff at University of Frankfurt, in Germany, since the school's foundation soon after the war. Previously he served as instructor at University of Gottingen. A native of Hungary, Professor Szasz was recently awarded a notable prize given in that country for achievement in mathematical analysis.

Established 1869

THINK IT OVER!

Isn't it *cheaper* to buy

HOLDEN BOOK COVERS

Which Keep Books Clean

and make them Last Twice as Long

Than it is to finance an Epidemic in the Schools?

HOLDEN PATENT BOOK COVER COMPANY

MILES C. HOLDEN, President **Springfield, Massachusetts**

News Brevities

VISALIA, Cal.—It was an unwelcome Santa Claus who brought the Walnut Grove school district and Edna Reed, principal, a $15,000 damage suit. The suit was filed by the father of a ten-year-old schoolboy, who, the complaint charged, was seriously burned about the face and hands when cotton whiskers and cuffs of a Santa Claus costume caught fire in a candle flame. The boy was enacting the role of Santa Claus in a school entertainment.

KANSAS CITY, Kan. — Temperance courses will be offered in all grade schools here this year. "The 18th amendment came as a result of many years' teaching," Mrs. F. V. Hays, head of the curriculum department, said, "and then we let down. This move is our answer to the impending repeal crisis."

PARIS — A "School for Touristic Instruction" was recently opened in the Ministry of Public Works here, its purpose being to increase the competence and usefulnes of tourist guides. This school for tourist guides plans to give them accurate if elementary knowledge of Paris, its history and its artistic treasures, so that they will be able to give intelligent answers to most questions asked them.

SCHENECTADY, N. Y. — The entering class of Union College was told by Edward Ellery, acting president, that they, as college men, could reasonably expect to achieve these three ideals: "Gradually to accumulate orderly and related information, to become good workmen intellectually and to become masters."

MILTON, Mass. — The Milton school committee, faced with the necessity of closing the fall term earlier than usual next December because of a shortage of funds, is tackling the problem of stretching out the term as long as possible with the money at hand. It is anticipated that at least a week will be cut off in December, and according to Superintendent Horace F. Turner, unless luck is with the school department, this period may be lengthened to two weeks or more. Following precedent, the schools would close December 22 for the Christmas vacation, re-opening after the first of the year. December 8 has been mentioned as a possible date for the enforced closing.

WASHINGTON.—A national conference on child health recovery in the interest of the steadily increasing millions of children known to be suffering from malnutrition as a result of the depression, has been called by Secretary of Labor Perkins to meet in Washington October 6, under the auspices of the Children's Bureau. In 1930 it was estimated that there were 6,000,000 undernourished children in the country.

SOMERS POINT, N. J.—Somers Point High School children have not the traditional dislike for school that children are supposed to have. Led by Ruth Eliason, a senior student, a group of girls petitioned the local Board of Education to open the schools on time. The girls said they did not wish to be behind one to four weeks in their studies.

PHILADELPHIA. — The "debutante slouch" and the "constantly increasing use of slang" among students have the Philadelphia public school officials worried. They are appealing to the girls to correct the "slouch." A revival of old-fashioned declamation classes is being considered to reduce the slang.

WATERVILLE, Me.—Colby graduates unable to obtain jobs this fall may take free courses at the college, according to a vote of the trustees, announced by President Franklin W. Johnson. This action continues an arrangement introduced last winter, when twenty-eight former students took advantage of the opportunity to study without tuition costs.

EVERY TEACHER NEEDS IT

Copyright Booklet "How To Apply For a School and Secure Promotion," including letters of application, points to keep in mind when making application, 15 points on which the success or failure of a teacher depends and a partial summary of 2,000 questionnaires sent to school executives in 26 states. Price, 50 cents (Stamps accepted). Statement from a Superintendent: "Your pamphlet includes some of the best advice, clearly written and to the point, that I have ever read."

Every Teacher, Principal, Superintendent and Library Should Have a Copy.

ROCKY MOUNTAIN TEACHERS AGENCY

Wm. Ruffer, Ph. D., Mgr. **410 U. S. Natl. Bank Bldg., Denver, Colo.**

BOOK TABLE

Eating for Health

BROADCASTING HEALTH. By J. Mace Andress, Ph. D., Editor of School and Health Department in Hygeia, and I. H. Goldberger, M.D., Assistant Director of Health Education, New York City Public Schools. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn & Company.

Can the subject of foods in their relation to health be made interesting to boys and girls? Excitingly so, in the view of the authors; and they set to work to furnish the device and the facts which boys and girls need to know to make them healthwise.

The device consists chiefly in putting out the health stories over an imaginary radio station HHS—health, happiness and success.

In choice of subject matter and in presentation by word and picture, the book is admirable. Not a multiplicity and confusion of facts but an effort to impress those facts which can be translated into good habits of intelligent eating, has been the aim, and right well it seems to have been accomplished.

Just as real broadcasts are so frequently employed to sell articles and ideas to the public, so "Broadcasting Health" is utilized to "sell" the gospel of guarding and strengthening the human body through observance of rules which science has discovered in its study of foods. Incidentally, the child learns to admire and to know some of the heroes of science and acquires a curiosity about such exploits as are constantly going on in the cause of better health.

Beginnings of Civilization

COUNTRYMAN'S EDITION OF MOREY'S ANCIENT PEOPLES. By William C. Morey and Irving N. Countryman, M.A., assistant principal, New Haven High School, New Haven, Connecticut. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Remarkable scope and comprehensiveness have been retained in this revision of the original book by Morey, long a favorite in many classrooms.

A number of chapters at the beginning have been rewritten in the light of recent discoveries and explorations in western Asia and northern Africa. Certain other changes have been made to put the book into conformity with prevailing methods of instruction.

Regard has been had to the requirements of the College Entrance Examination Board, in order that students using this text might be amply prepared for entrance hurdles. Specially helpful for this purpose will be the supplementary pages devoted to brief biographies, in notebook style, of important characters in the history of the ancients.

Maps have been corrected to conform with the text, and the text is enriched with a host of illustrations, many of which were not in the earlier editions.

On the whole it is a basal textbook which should not only meet all standard requirements but also lead the student to a better grasp of mankind's development from the most primitive times down through the civilizations of Greece and Rome.

Flexibility in Teaching

AN INTRODUCTION TO THE PRINCIPLES OF TEACHING. By Clyde Hissong, Professor of Education and Dean, College of Education, Bowling Green (Ohio) State Teachers College, and Mary Hissong, M. A. Chicago, Philadelphia, Atlanta, San Francisco, Dallas: John C. Winston Company.

The book is, as its title says, a treatise on *principles*. Any one who goes to it for rule-of-thumb methods or devices will be disappointed. Flexibility of teaching is stressed throughout. The authors contend that good teaching consists in the right handling of each situation, with full knowledge of the individual, the rules which govern his behavior, and the ways of modifying that behavior.

The work is scholarly without being abstruse. It cites many authorities and assesses their theories, usually finding something of value even in philosophies which have been superseded.

Not only the nature of the individual but the nature of the social order, as well, is discussed; for education is a social matter.

The reader who masters the principles so thoughtfully presented in this volume should meet with better results in teaching. In fact, teaching should assume for him the aspect of a rather lively game in which his wits are engaged to guide the child by well chosen stimuli toward a development best for the child and for the world in which he lives.

Publication of this book is a significant event for education.

The Mind of the Learner

EDUCATIONAL PSYCHOLOGY. By Harry L. Hollingsworth, Professor of Psychology, Barnard College, Columbia University. New York, London: D. Appleton-Century Company.

Professor Hollingsworth has produced in this entirely new book a treatise of great value to the person preparing to teach or the one already teaching who desires to know more of the processes by which teaching and learning are effected. After an introductory part which discusses the general principles of psychology and selects those principles regarded by the author as fundamental to instruction, the remainder of the work proceeds to apply those fundamentals to the art and science of teaching. The author makes a distinctly worthwhile contribution to simplification of the teaching task, by reducing the theory to a limited number of propositions.

The book will be a revelation of mental processes to those who approach psychology for the first time through its pages. Even the more advanced student will find much that is illuminating and that leads to new perspectives.

The Recovery Program

A PRIMER OF THE NEW DEAL. School Edition. By E. E. Lewis, Professor of Education, Ohio State University, Columbus. Columbus: American Education Press.

Although this is a friendly and perhaps too enthusiastic description of the acts and policies of the United States government since March 4, 1933—for of course the results are too far-reaching to be measured yet; nevertheless Professor Lewis and his group of students in a summer school course have rendered a real service in gathering so much information about the reconstruction program into conveniently readable form. Such topics as NIRA, Higher Wages, Prosperity, Inflation, Farm Relief, Bank Guarantee, More Jobs and Codes are blazoned on the cover, much as if this were a political tract. However, the treatment inside is reasonably restrained and conveys facts which every American, young or old, should know about what Congress did and what the administration is empowered to do in these extraordinary times for the recovery of the nation. It is clearly written, well arranged and illustrated with charts and cartoons. Use of magazine format has enabled the publishers to offer this "Primer of the New Deal" at a very modest price.

Control of Education

A COMPARISON BETWEEN SOME PRINCIPLES OF CONTROL OF EDUCATION IN ENGLAND AND NEW JERSEY. By Daniel P. Eginton, Ph. D. Providence, Rhode Island: Finlay Brothers.

By comparing the systems of control over local schools exercised by two sovereign powers—England and New Jersey—Dr. Eginton seeks to derive sound principles which may be applied in any state. He pleads for as much freedom as may safely be permitted to local authorities; and especially for broad emancipation of inner details and policies. He sees great value to be had from the setting up of minimum standards by the state; standards which local administrators should be encouraged to surpass. Both state and local authorities should have carefully thought-out policies and programs, each working toward the common welfare of the child as an individual who is to do his part for progress.

Dr. Eginton's report will be read with profit by educational leaders having to do with governmental regulation of school affairs.

Joyous Expression

"DIRECTING LANGUAGE POWER IN THE ELEMENTARY SCHOOL CHILD," Through Story, Dramatization and Poetry. By Caroline J. Trommer, Assistant Professor Elementary Education, Teachers College, City of Boston, and Teresa A. Regan, Assistant Professor Elementary Education, Teachers College, City of Boston. Cloth. 497 pages. New York: The Macmillan Company.

To direct language power as this book suggests would be to develop and increase such power many fold.

Teachers are well aware of the fact that stories, plays and poems possess value as vitalizers of instruction. Often their attempts to utilize such devices are clumsy and disappointing. There is needed a technique to make the story, for example, something more than a sugar coating for otherwise disagreeable pills of subject matter. The present volume is an earnest and excellent attempt to show how the child's love of beauty in literature and life may be awakened and utilized to increase his powers of expression.

Teachers and prospective teachers of young children could profit greatly from reading this book and from having it near them as a practical guide and a constant stimulus to their own imaginations so that they may see and grasp many opportunities for intensifying the joy of learning and rendering the process dynamic. ▲

DIRECTORY

OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and service for schools.

Art Supplies

Pohlmeyer, Inc., Passaic, N. J.

Practical Drawing Company
1315 S. Michigan Blvd., Chicago, Ill.
2205 S. Lamar St., Dallas, Texas

Book Covers

Holden Patent Book Cover Co.
Springfield, Mass.

Book Jobbers

Barnes & Noble, Inc., New York

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York Cincinnati, Chicago, Boston

D. Appleton-Century Company, New York

E. P. Dutton and Co., New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Laidlaw Brothers, Chicago

The Macmillan Co., New York

G. & C. Merriam, Springfield, Mass.

Newson and Co., New York

Prentice-Hall, Inc.

Silver, Burdett and Co., Newark

The John C. Winston Co., Phila.

World Book Company
Yonkers-on-Hudson, N. Y.

Handwriting Aids

THE A. N. PALMER COMPANY
New York-Chicago-Portland, Ore.
Handwriting Textbooks and Supplementary Publications. Paper, tablets, steel pens and fountain pens.
Handwriting Awards and Incentives.

India Inks

Pohlmeyer, Inc., Passaic, N. J.

Jewelry

L. G. BALFOUR CO.
Attleboro, Mass.
Class Rings and Pins
Commencement Announcements
Typing Awards Class Gifts
Club and Organization Insignia

Lantern Slides, Stereographs

Keystone View Co., Meadville, Pa.

Library Equipment

GAYLORD BROS., INC.
Stockton, Calif., Syracuse, N. Y.
Furniture and Supplies
For the School Library

Music

C. C. BIRCHARD & CO., Boston
Publishers of Song Books; Choral and Orchestral Music; Operettas

M. Witmark & Sons, New York

Pictures and Prints

Hale, Cushman & Flint,
(The Medici Prints), Boston, Mass.

Projectors

Society for Visual Education, Inc.
327 South LaSalle, Chicago, Ill.

School Architects

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning.
47 Winter St., Boston, Mass.

School Photography

Wilson-Way School Photography
Cambridge, Mass.

Sound Distributing Systems

Samson Electric Co., Canton, Mass

Statuary

P. P. Caproni & Bros., Boston

Typewriters

Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.